

Organizing for learning

School structures

Leadership and management for change

The MYP represents an approach to teaching that is broad and inclusive. It provides a framework within which a wide variety of teaching strategies and styles can be accommodated, provided they are driven by a clear sense of purpose and a commitment to student inquiry.

The degree of change required to implement the MYP approach at the school-wide level will, obviously, depend on conditions within the school at the time of implementation. However, to be realistic, administrators and teachers **must recognize** that:

- school-wide adoption of the MYP approach will require change not only in the classroom but throughout the school
- the process, as with any change that requires people to examine and modify their current practice, is likely to be slow and beset with insecurities and difficulties
- engaging in this change process will have a beneficial impact on the whole school, the individual teachers and, most significantly, on the quality of student learning, and that the effort will be worth it
- the process of change in teaching practices will require substantial support from all teachers and administrators.

In IB World Schools, all constituents should be committed to learning and to developing international-mindedness. To achieve this, adults and students must be encouraged to identify problems and seek solutions in the pursuit of continuous improvement towards common goals.

The MYP coordinator and the educational team

The school's MYP coordinator has a key role to play in the development of the MYP at the school, including the organization and successful integration of the areas of interaction. The specific responsibilities of the MYP coordinator will vary, depending on the number of students and teachers, the type of school and its management structure. However, this should be viewed as a **leadership position** with the support of the entire management and teaching team.

Most schools must establish an **MYP educational team**, or steering committee, to assist the MYP coordinator by involving a number of key individuals among the teaching staff and administration. At times, the MYP educational team may include parents and students. The MYP educational team's function will be to consider implementation and development issues, such as:

- strategic and action planning
- the allocation of resources and establishment of priorities
- allocating meeting time for planning; collaboration and shared planning time are vital for successful implementation of the MYP, in addition to being requirements according to the *Programme standards and practices*
- timetabling or scheduling
- the induction of new teachers

- professional development needs
- individual teacher support
- curriculum review and development in the school
- planning for the personal project, including the allocation of supervisors
- preparation for regular programme evaluation.

Subject leadership

The IB acknowledges that some schools that decide to implement and develop the MYP may have an organizational structure that provides for a strong vertically coherent curriculum in each subject. The role of the subject leaders, or department chairs, can provide a strong foundation in the development of the written curriculum in terms of:

- alignment with MYP objectives
- developing interim objectives
- ensuring coherence of content from year to year.

Subject leaders are ideally placed to lead the development of modified assessment criteria and assessment strategies and tools in their respective subjects. They can also be instrumental in bringing together subject teachers in collaborative teams to develop MYP units of work.

Subject leaders would usually be members of the MYP educational team. In the case of large schools with many subject leaders, the team may wish to include fewer subject leaders, each with a responsibility to represent more than one subject or subject group.

Areas of interaction leadership

The IB does **not** require schools to appoint teachers to lead the integration of the areas of interaction. However, the following is intended to assist schools that decide to do so.

There are many models of management structures that have been shown to work effectively. For example, small schools may choose to appoint one leader who is responsible for all five areas. Alternatively, schools may choose to appoint one area of interaction leader for each grade level (year), who is responsible for the integration of all the areas for a particular age group. Large schools may decide to appoint five area of interaction leaders to lead the integration of each area in all the MYP years.

The area of interaction leaders will typically be members of the educational team. They should be responsible for:

- ensuring that the areas of interaction are well understood by teachers
- helping to decide how the areas of interaction can be addressed by subject-specific content and special activities in each year of the programme
- developing a framework of student learning expectations for their particular areas
- contributing to an overall plan for the integration of each area of interaction in a gradual way, according to the age group
- maintaining contact with subject leaders and teachers, helping to sustain momentum and enthusiasm
- guiding students when considering their personal projects
- assisting in the monitoring of the implementation of the areas of interaction.

Monitoring the areas of interaction

The MYP coordinator, supported by the school's educational team including the area of interaction leaders and the subject leaders, is responsible for monitoring the effective integration of the areas of interaction within teaching and school activities. In turn, this monitoring allows the collective discussion of, and adjustments to, the ways in which the school uses this essential dimension of the MYP.

In schools with a high staff turnover, this regular process of monitoring and allowing collective discussion is particularly crucial to the continued success of the programme. In all schools, however, it is a very important condition for the ongoing development of the MYP. In monitoring the implementation of an area of interaction, the following questions might be asked.

- Has a framework of student learning expectations for the integration of the area of interaction been devised?
- Are curricular strategies specified to identify where and how issues will be addressed in the curriculum?
- Does this plan of action ensure progression in learning from years 1 to 5?
- Are parents informed of the school's programme and do they support it?
- Is there coordination with other areas of interaction to ensure appropriate coverage and linkage?
- Is the school using available resources adequately?

MYP coordinators and individual teachers within the school can use a number of tools to help them monitor the effectiveness of the implementation of the areas of interaction. Such tools might include:

- evidence of reflection in student work, process journals, portfolios and self-assessment documents
- evaluation of action projects directly linked to the areas of interaction, such as community and service activities and environmental projects
- staff reflections on specific units of work or projects, self-evaluation and goal-setting tools
- ongoing discussions of, and adjustments to, the planning of the integration of the areas of interaction, remembering that long checklists do not equate with real change in the classroom
- evaluations of the efficacy of the framework of student learning expectations in each area and whether they guide students in the development of their personal projects
- evaluation of the integration of the areas of interaction in subject-specific and interdisciplinary teaching
- use of the self-study questionnaire devised by the IB for programme evaluation
- requests for guidance, such as monitoring of assessment by the IB.

Grade-level leaders

As part of the provision of care to their students, schools may have a pastoral structure that could include homeroom teachers, advisors and class or grade-level leaders. Usually, the role of the grade-level leader is to coordinate the pastoral care of students in a particular grade level, and includes facilitating the transition of students into and out of that particular grade level.

In some schools, an individual teacher may take on the role of grade-level leader and also area of interaction leader or subject leader. Schools are advised to ensure that, if multiple leadership responsibilities are taken on by individuals, then the expectations of each role are made clear.